



# DIRECTORATE OF DISTANCE EDUCATION

L.N. Mithila University, Kameshwaranagar, Darbhanga-846008 (BIHAR)

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Letter No.: DD.E./B.Ed.(R)/011/22

Date: 03.3.22

**B.Ed. (Regular)**

To,

The Director  
IQAC  
L.N. Mithila University  
Darbhanga

**Subject: Submission of Programme Outcomes, Programme Specific Outcomes and Course Outcomes-reg.**

**Ref.: Letter No. IQAC/2121-44/22 dated 25.02.2022**


Sir,

With regard to subject and reference mentioned above, a copy of Programme Outcomes, Programme Specific Outcomes and Course Outcomes is enclosed with this letter. Please accept and acknowledge the same.

Regards!

  
Arvind Kumar Milan

Head

  
03.3.22

**Enclosure: As above**

Recd  
3.3.22



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## B.Ed. (Regular)

**Programme:** Bachelor Degree Programme in Education

**Programme Specific:** B.Ed. Degree

**Course Specific:**

### Scheme of Study

1 <sup>st</sup> Year					
ANNUAL DISTRIBUTION OF COURSES					
Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100
Course 2	Contemporary India and Education	4	80	20	100
Course 3	Learning and Teaching	4	80	20	100
Course 4	Language across the Curriculum	2	40	10	50
Course 5	Understanding Disciplines and Subjects	2	40	10	50
Course 6	Gender, School and Society	2	40	10	50
Course 7a	Pedagogy of School Subject-Part-I	2	40	10	50
Course EPC1	Reading and Reflecting on Texts	2	40	10	50
Course EPC2	Drama and Art in Education	2	40	10	50
Course EPC3	Critical Understanding of ICT	2	40	10	50
<b>Total</b>		<b>26</b>	<b>520</b>	<b>130</b>	<b>650</b>

\* Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a

2 <sup>nd</sup> Year					
ANNUAL DISTRIBUTION OF COURSES					
Course No.	Course Name	Credit*	Theory	Practicum**	Full Marks
Course 7b	Pedagogy of School Subject-Part-II	2	40	10	50
Course 8	Knowledge and Curriculum	4	80	20	100
Course 9	Assessment for Learning	4	80	20	100
Course 10	Creating an Inclusive School	2	40	10	50
Course 11	Optional Course***	2	40	10	50
Course EPC4	Understanding the Self	2	40	10	50
School Internship		10	-	-	250
<b>Total</b>		<b>26</b>	<b>320</b>	<b>80</b>	<b>650</b>

\*One Credit is equal to 16 hours for theory and for practicum 32 hours

\*\*Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10

\*\*\*Each student-teacher will take One Optional Paper

**A. Programme Outcomes- Bachelor Degree in Education Outcomes:**

After successful completion of Bachelor Degree in Education, Pupil-teachers will be able to-

1. Understand meaning of Education
2. Understand need of quality education
3. Understand inequalities in Education
4. Develop critical thinking in the areas of school education
5. Develop sensitivity towards Gender
6. Become professional and responsible teacher
7. Develop as humane teacher
8. Develop as team worker
9. Develop sense of responsibility towards society
10. Develop positive attitude towards teaching
11. Develop scientific temperament
12. Use and create digital resource
13. Develop into critical pedagogue

**B. Programme Specific Outcomes- 2 Year B.Ed. Programme Outcomes:**

After successful completion of 2 Year B.Ed. Programme, Pupil-teachers will be able to-

1. Understand Perspective of education
2. Understand Psychological basis of education
3. Understand Sociological basis of education
4. Understand education in Indian context
5. Develop competencies for school curriculum development
6. Develop competencies for Learner Assessment
7. Understand paradigm shift in gender studies
8. Use ICT in their teaching
9. Integrate Fine Arts and Performing Arts in education
10. Integrate community resources for education and vice-a-versa
11. Develop competencies for Guidance and Counselling
12. Understand inclusiveness in education
13. Develop teaching competencies
14. Develop awareness towards new learning experiences
15. Become professional and responsible teacher
16. Develop as humane teacher

**C. Course Specific Outcomes:**

Course	Course Name	Course Outcomes
Course-1	Childhood and Growing-up	After completing the course, the Pupil-teachers will be able to- <ol style="list-style-type: none"><li>1. Develop an understanding of the notions of childhood and adolescence</li><li>2. Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context</li><li>3. Develop an understanding of dimensions and stages of human development and developmental tasks</li></ol>



		<ol style="list-style-type: none"> <li>Understand the range of cognitive capacities among learners</li> <li>Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers</li> <li>Understand socialization and its role in identity formation of a child</li> <li>Understand identity formation and its determinants.</li> </ol>
<b>Course-2</b>	<b>Contemporary India and Education</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>Understand the constitutional provisions for education and realizing it</li> <li>Examine the issues and concerns related to Universalisation of Secondary Education</li> <li>Analyse the strategies used for realization UEE and the outcomes of their implementation.</li> <li>Realize the need and importance of equity and equality in education and the constitutional provisions for it.</li> <li>Identify the various causes for inequality in schooling</li> <li>Realize the importance of Right to Education and the provisions made for realizing it.</li> <li>Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools</li> <li>Understand the need and importance of education for peace and the national and international efforts towards it.</li> </ol>
<b>Course-3</b>	<b>Learning and Teaching</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>Reflect on their own implicit understanding of the nature and kinds of learning</li> <li>Gain an understanding of different theoretical perspectives on learning</li> <li>Demonstrate understanding of the role of a teacher at different phases of instruction</li> <li>Write instructional objectives for teaching of a topic</li> <li>Demonstrate understanding of different skills and their role in effective teaching</li> <li>Use instructional skills effectively</li> </ol>
<b>Course-4</b>	<b>Language across the Curriculum</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>Have a conceptual understanding of language</li> <li>Understand the language background of students as first or second language users of the language used in teaching the subject</li> <li>Understand multilingualism in the classroom, school language and home language</li> <li>Develop sensitivity with respect to language diversity that exists in the classroom</li> <li>Understand the nature of classroom discourse</li> </ol>

<b>Course-5</b>	<b>Understanding Disciplines and Subjects</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the basic premises of subject/discipline</li> <li>2. Understand the need for classification of human knowledge</li> <li>3. Gain required basic competencies for effective transaction of knowledge</li> <li>4. Enhance knowledge of the discipline</li> <li>5. Importance of research for advancement of subject/discipline</li> <li>6. Understand Indian knowledge system</li> </ol>
<b>Course-6</b>	<b>Gender, School and Society</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity, and equality, patriarchy and feminism</li> <li>2. Understand the gradual paradigm shift from women' studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period</li> <li>3. Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and</li> <li>4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).</li> </ol>
<b>Course 7 A &amp; B</b>	<b>Pedagogy of School Subjects</b>	<p>It is competency-based course leading to develop knowledge, attitude and skills in the concerned school subject area. The Pupil-teachers have to choose two school pedagogic subjects on the basis of courses in their Graduation degree.</p> <p>After completing the course of concerned Pedagogy of School Subject (PSS), Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand nature and scope of the concerned PSS</li> <li>2. Understand different perspective towards learning concerned PSS</li> <li>3. Know characteristics of a good PSS teacher</li> <li>4. Prepare innovative Learning Plans in concerned PSS;</li> <li>5. Develop reflective teaching strategies</li> <li>6. Know methods of teaching concerned PSS</li> <li>7. Critical examine of/and engagement with learning strategies</li> <li>8. Develop ICT competencies in pedagogy of teaching subjects</li> <li>9. Know methods of Assessment in concerned PSS</li> <li>10. Know issues in Assessment in concerned PSS.</li> </ol>

<b>Course-8</b>	<b>Knowledge and Curriculum</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the concept of knowledge according to various school of thought</li> <li>2. Understand meaning, nature and purpose of education;</li> <li>3. Understand Vision of education according to National Curriculum Framework (2005) and State Curriculum Framework (2008) in the context of Indian Constitution</li> <li>4. Establish interrelation among knowledge, curriculum and aims of Education and role of Teacher as a critical pedagogue</li> <li>5. Trace the educational ideas of contemporary thinkers and outline their relevance in present context</li> <li>6. Understand the meaning and nature of Curriculum and Need for Curriculum in Schools</li> <li>7. Know the curriculum visualised at different levels: National-level, state-level, school-level; class- level and related issues</li> <li>8. Understand the broad determinants of curriculum making (at the national or state-wise level)</li> <li>9. Understanding different approaches to curriculum development.</li> </ol>
<b>Course-9</b>	<b>Assessment for Learning</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the nature of assessment and evaluation and their role in teaching-learning process.</li> <li>2. Understand the perspectives of different schools on learning assessment</li> <li>3. Realise the need for school based and authentic assessment</li> <li>4. Examine the contextual roles of different forms of assessment in schools</li> <li>5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques</li> <li>6. Develop assessment tasks and tools to assess learners' performance</li> <li>7. Analyse, manage, and interpret assessment data</li> <li>8. Analyse the reporting procedures of learners' performance in schools</li> <li>9. Develop indicators to assess learners' performance on different types of tasks</li> <li>10. Examine the issues and concerns of assessment and evaluation practices in schools</li> <li>11. Understand the policy perspectives on examinations and evaluation and their implementation practices</li> <li>12. Trace the technology based assessment practices and other trends at the international level.</li> </ol>
<b>Course-10</b>	<b>Creating an Inclusive School</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of different perspectives in the area of education of</li> </ol>



		<p>children with disabilities</p> <ol style="list-style-type: none"> <li>2. Reformulate attitudes towards children with special needs</li> <li>3. Identify needs of children with diversities</li> <li>4. Plan need-based programmes for all children with varied abilities in the classroom</li> <li>5. Use human and material resources in the classroom</li> <li>6. Use specific strategies involving skills in teaching special needs children in inclusive classrooms</li> <li>7. Modify appropriate learner-friendly evaluation procedures</li> <li>8. Incorporate innovative practices to respond to education of children with special needs.</li> </ol>
<b>Course-11</b>	<b>Optional Courses</b>	There are five optional courses and a pupil-teacher has to choose any one. The course is designed to provide specialization in allied areas to make pupil-teacher aware about surrounding and self.
<b>Course-11(a)</b>	<b>Education for Peace</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Broaden the notions about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values</li> <li>2. Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts</li> <li>3. Strengthen self by continual reflection leading to reduction in stereotypes</li> <li>4. Transcending barrier of identity and socialization</li> <li>5. Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community</li> <li>6. Develop attitudes and skills for resolving conflicts in creative manner</li> <li>7. Perform the activities for experiential awareness of peace as a reality at personal and school levels</li> <li>8. Reflect on school, curricula, textbooks and pedagogical processes from peace perspective</li> <li>9. Understand the role of media and local community in peace education</li> <li>10. Discuss the peaceful solutions to the real issues faced by them.</li> </ol>

<b>Course-11(b)</b>	<b>Education for Conservation and Environmental Regeneration</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the meaning of Environmental Conservation and Regeneration</li> <li>2. Develop awareness about Environmental Conservation and Regeneration</li> <li>3. Know the importance of Sustainable Development;</li> <li>4. Develop sense of sustainable life style;</li> <li>5. Promote harmony with nature</li> <li>6. Understand India as a mega Bio-diverse land</li> <li>7. Understand the threats of Environmental pollution</li> <li>8. Know the importance of Environmental Education in school curriculum</li> <li>9. Know the pedagogy of Environmental Education</li> <li>10. Know the role of a teacher in Environmental Education and awareness about it.</li> </ol>
<b>Course-11(c)</b>	<b>Health and Physical Education</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the concept of holistic health, its various dimensions and determinants</li> <li>2. Develop positive attitude towards health and hygiene;</li> <li>3. Equip to know their health status, identify health problems and be informed for taking remedial measures</li> <li>4. Make them aware about rules of safety in hazardous situation- illness, accident, injury, and equip them with First Aid measures about common sickness and injury</li> <li>5. Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation</li> <li>6. Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development</li> <li>7. Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;</li> <li>8. Aware of leading healthy life-style.</li> </ol>
<b>Course-11(d)</b>	<b>Guidance and Counselling</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Understand the nature, purpose and need for guidance and counseling</li> <li>2. Understand the responsibilities and moral obligation of a counselor</li> <li>3. Understand the techniques and procedures of guidance</li> <li>4. Know about the sources of occupational information, their types and modes of dissemination</li> <li>5. Understand the concept, importance and theories of career development</li> <li>6. Know career pattern, career maturity, vocational career</li> <li>7. Understand and Guide students with special needs</li> </ol>



<b>Course-11(e)</b>	<b>School Management and Leadership</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. To understand the need, nature, concept and scope of School organization</li> <li>2. To understand the basic components, principles for the functioning of school organization</li> <li>3. To understand School as an organization and as a part of organization</li> <li>4. To develop the understanding of the concept of system approach, designate implications for teaching learning activities</li> <li>5. To understand the concept, principles of School management and Community-School Relationship</li> </ol>
<b>Course-EPC</b>	<b>Enhancing Professional Capacity</b>	The course intends to enhance professional competency of pupil-teachers by making them competent in using Text, Art & Craft, ICT and an Understanding of Self in their teaching.
<b>EPC-1</b>	<b>Reading and Reflecting on the Texts</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. To engage with reading interactively-individually and in small groups</li> <li>2. Reading a variety of text and reflexively placing what one has read</li> <li>3. Develop strategies for different types of reading skills;</li> <li>4. Write with a sense of purpose</li> <li>5. Respond to a text with one's own opinion or writing.</li> </ol>
<b>EPC-2</b>	<b>Drama and Arts in Education</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Extend their awareness through multiple perspectives, to look at reality through fantasy</li> <li>2. Live or relive moments and evoke or even recreate situations</li> <li>3. Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences</li> <li>4. Understand the self and as a form of self-expression for enhancing creativity</li> </ol>
<b>EPC-3</b>	<b>Critical Understanding of ICT</b>	<p>After completing the course, the Pupil-teachers will be able to-</p> <ol style="list-style-type: none"> <li>1. Appreciate the concept of integration of Information and Communication Technology with Education</li> <li>2. Assure a positive role in Technology Medicated Communication in the classroom</li> <li>3. Benefit from the computers and internet for Educational research and interaction.</li> <li>4. Employ various technological equipment/amenities and the application software in, skillfully and intelligently producing, structured Educational Courseware for use in methodologies (teaching subjects)</li> <li>5. Evaluate Educational Software and Computer Based Educational Courseware.</li> </ol>

		6. Develop e-content for teaching-learning; 7. Know the different online learning platforms like SWAYAM, MOOCs etc.
<b>EPC-4</b>	<b>Understanding the Self</b>	After completing the course, the Pupil-teachers will be able to- <ol style="list-style-type: none"> <li>1. Understand the development of self as a person and as teacher</li> <li>2. Develop sensibilities, dispositions and skills</li> <li>3. Develop social relational sensitivity and effective communication skills;</li> <li>4. Develop integrated understanding of human self and personality to deal with conflicts at different levels;</li> <li>5. Understand the philosophy of Yoga and its role in well-being.</li> </ol>
<b>Internship</b>		Internship in B.Ed. Programme intends to give first-hand experience to the job they will be doing after completion of the course <i>i.e.</i> Teaching. Pupil-teachers go to the school assigned for 20 weeks (4 weeks in First Year and 16 weeks in Second Year). They are supposed to practice not only teaching skills in both of the pedagogic subjects (have to deliver 30 lessons in each subject) but also acquaint themselves of real school environment and life. After successful completion of Internship, Pupil-teachers will be able to- <ol style="list-style-type: none"> <li>1. Understand School system</li> <li>2. Get first-hand experience of functioning of school</li> <li>3. Learn to integrate ideas, experiences and professional skills through hands on experiences of developing curriculum and learning materials</li> <li>4. Learn to use community resources</li> <li>5. Create and maintain resources in Internship school</li> <li>6. Understand work-culture of school</li> <li>7. Understand role and responsibility of teachers in school</li> <li>8. Prepare and practice innovative Learning-Plans</li> <li>9. Hone teaching skills</li> <li>10. Participate in different activities of school</li> <li>11. Participate in in community work</li> <li>12. Organise seminars</li> <li>13. Organise Cultural Activities</li> <li>14. Organise Parent-Teacher Meeting</li> <li>15. Do Action Research</li> </ol>