

PROGRAMME OUTCOMES FOR B.ED. (2-YEARS)

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to:

Curriculum and Planning:

Students will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.

The Learner and the Learning Environment:

Students will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.

Teaching:

Students will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.

Professional Responsibilities for School and Community:

Students will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behaviour.

Professional Responsibilities for Technology in Education:

Students will apply the New Educational Technology Standards for Teachers as they design, implement, and assess learning experiences by engaging students through creative innovative ideas.

Teaching Practice:

Students will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race, geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.

Effective Communication:

Students use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

Others Outcomes

- Identify Learner-centered teaching methods and strategies.
- Analyse paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- Apply teaching skills and learn to use a variety of teaching methods, techniques and resources to meet the diverse need of learner.
- Evolve 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.
- Analyse the complex problems and develop effective solution, using a combination of logic, creativity and practical knowledge.
- Effective Communication: apply innovative strategies and linguistic activities for effective classroom communication.
- Recognise the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students, principles of class room management and create a supportive and inclusive learning environment for students
- Establish different values, morality, social service and Trustworthiness and honesty, courtesy, Respect for the rights of other. responsibility. accountability. self-reliance. accept responsibility for the society.
- Plan and organize class room through learners centred techniques of instruction for inclusive education and effective classroom instruction and lesson plans and online content.
- various social entities and enable to cope up with adverse conditions of life.
- Practice maintains a health-enhancing level of fitness throughout the program as well as be able to collect and analyse personal fitness data and Practice yoga, physical education and games and sports.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

PROGRAMME OUTCOMES FOR B.A.B.ED. (4-YEARS)

On successful completion of the Four-year B.A.B.Ed. programme, pupil teachers will be able to:

- **Subject Knowledge:**
Students develop a deep understanding of the subjects they specialize in through their B.A. curriculum. This includes subjects like English, History, Mathematics, Science, etc., depending on their chosen specialization.
- **Pedagogical Skills:**
They acquire a comprehensive set of teaching skills and methodologies through their B.Ed. coursework. This includes lesson planning, classroom management, assessment techniques, and incorporating technology into teaching.
- **Critical Thinking:**
Students are encouraged to develop critical thinking and analytical skills, enabling them to analyze educational theories, policies, and practices critically. They learn to evaluate and adapt teaching strategies based on student needs and learning outcomes.
- **Effective Communication:**
The program emphasizes the development of strong communication skills, both verbal and written. This includes effective communication with students, parents, colleagues, and educational stakeholders.
- **Inclusive Education:**
Students learn about inclusive education practices, ensuring that they can create learning environments that are accessible and supportive of diverse student populations, including those with special needs.
- **Ethical and Professional Behavior:**
The course focuses on developing ethical and professional behavior among future educators. This includes understanding and upholding educational ethics, maintaining confidentiality, and fostering a positive learning environment.
- **Reflective Practice:**
Students are encouraged to engage in reflective practice, regularly evaluating their teaching methods, assessing student learning outcomes, and identifying areas for improvement.
- **Research Skills:**
They develop basic research skills, including how to conduct educational research, analyze data, and apply research findings to improve teaching practices.
- **Leadership and Collaboration:**
The program aims to cultivate leadership qualities and collaborative skills among students, preparing them to work effectively in teams, lead educational initiatives, and contribute positively to school communities.

- **Lifelong Learning:**

Finally, the integrated B.A. B.Ed. course promotes a culture of lifelong learning, encouraging students to continue their professional development, stay updated with educational trends, and adapt to evolving teaching methodologies throughout their careers.

- These outcomes collectively aim to produce well-rounded, competent, and compassionate educators who can make a positive impact in the field of education.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

Learning Outcomes of Childhood & Growing Up

After completing this course Pupil Teachers will be able to:

- 0 To Develop various features of Growth & Development.
- 0 Explain the various feature of development during adolescent years.
- 0 Develop an understanding about needs and special problem of adolescent.
- 0 Identify the development stage and its impact on the functioning of the children and adolescent.
- 0 Apply research to the understanding of learning and behavioural challenges of children and adolescent.
- 0 Examine the developmental changes acceding to the age of learners.

Learning Outcomes of Contemporary India & Education

After completing this course Pupil Teachers will be able to:

- 0 Understanding the concept of diversity, concern related to the socially disadvantaged groups of society.
- 0 Understanding the equality of opportunities in education.
- 0 Describe the significant recommendation of the commission before the independence related to secondary education.
- 0 Understanding the objectives and recommendation of different policies.
- 0 Explain the major feature of Nation Educational Policy.
- 0 Develop an understanding of emerging issues related to contemporary India and education.
- 0 Evaluate the govt. policies and universalisation of school education.
- 0 Understanding the work education and experiential learning.
- 0 Explain the feature of RTE ACT 2009.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

Learning Outcomes of Learning and Teaching

After completing this course Pupil Teachers will be able to:

- 0 Explain the concept and importance of teaching.
- 0 Describe the concept of phases and levels of teaching
- 0 Describe different theories of teaching, models of teaching and strategies of teaching.
- 0 Explain the concept, importance and types of learning *
- 0 Describe Flanders Interaction Analysis along with concept a of evaluation
- 0 Identify the model of teaching and innovative strategies of teaching
- 0 Learn to use a variety of teaching methods, techniques, and resources in classrooms. "Create innovative teaching strategies that align with curriculum standard and support students learning.

Learning Outcomes of Assessment for Learning

After completing this course Pupil Teachers will be able to:

- 0 Explain the principles of assessment for learning and how it differs from traditional assessment practices.
- 0 Identify and use various formative assessment strategies to inform teaching and learning.
- 0 Analyse student work and provide constructive feedback that supports student progress,
- 0 Create learning goals and success criteria that align with curriculum standards and support student learning.
- 0 Implement assessment for learning practices that foster student agency and self-regulation.
- 0 Develop a repertoire of assessment tools and techniques to support assessment for learning practices.
- 0 Communicate assessment for learning practices to colleagues, parents, and students to build shared understanding and support for student learning.
- 0 Reflect on and continuously improve assessment for learning practices to support student success.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

Learning Outcomes of Teaching of Home Science

After completing this course Pupil Teachers will be able to:

- 0 Teaching of Home Science apply in every situation of the home.
- 0 To manipulates the concept of students by teaching of home science.
- 0 To allow the students about discussion of their own experiences in teaching learning process.
- 0 To challenge the needs of teaching home science in education.
- 0 To relate the teaching of home science by the experiments.
- 0 To design the new approaches of teaching Home Science.
- 0 To solve the problem facing in teaching of Home Science.
- 0 Have to develop a new knowledge in another situation.

Learning Outcomes of Teaching of Life Science

After completing this course Pupil Teachers will be able to:

- 0 To describe the fundamentals of life science in education.
- 0 To adopt new technique of life science in teaching.
- 0 To Life science acts a branch of science include; biology, medicine, sociology.
- 0 To Life science constructs building books of scientific theories.
- 0 To Life science helps in adapting movement in problematic or new situation.
- 0 To distinguish life science from physical science.
- 0 To interpret the knowledge of life science in their natural environment.

Learning Outcomes of Creating an Inclusive School

After completing this course Pupil Teachers will be able to:

- 0 Identify needs of children with diversity.
- 0 Accommodate students differences through appropriate inclusive practices.
- 0 Conduct action research with in classroom and during teaching practice.
- 0 Influence educational policy on the local level.
- 0 To identify key areas of support in the inclusive classroom.
- 0 To develop support strategies to help students with learning difficulties.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

Learning Outcomes of Teaching of Commerce

After completing this course Pupil Teachers will be able to:

- 0 To development and competencies of commerce teacher.
- 0 Enumerable approaches and methods of teaching and explain their uses in actual class.
- 0 To analyse the economical condition of the country.
- 0 To apply their knowledge and skill to real world situation.
- 0 To analyse problem and develop effective solution.

Learning Outcomes of Teaching of Social Studies

After completing this course Pupil Teachers will be able to:

- 0 Develop critical thinking skills, issues, consider multiple perspectives, and make informed decisions.
- 0 Understand historical and cultural context.
- 0 Promote civic engagement.
- 0 Develop skills in oral and written communication, including effective argumentation and persuasive writing.
- 0 To students understand the interconnectedness of the world and develop a sense of global citizenship.
- 0 Encourages students to understand and appreciate diverse perspectives, cultures, and experiences.

Principal *Jayab Rani*
M.M. College of Education
Fatehabad

Learning Outcomes of Knowledge and Curriculum Development

After completing this course Pupil Teachers will be able to:

- 0 Demonstrate a deep understanding of the key concepts and skills relevant to the subject area.
- 0 analyse complex problems and develop effective solutions, using a combination of logic, creativity, and practical knowledge.
- 0 communicate their ideas clearly and effectively, both in writing and in oral presentations.
- 0 Identify, evaluate, and use information from a variety of sources, and apply critical thinking and analytical skills to their research.
- 0 To apply their knowledge and skills to real-world situations, and be prepared for success in their chosen profession or further study.
- 0 To adapt to new developments and challenges in their field or subject area.

Learning Outcomes of Teaching of English

- 0 After completing this course Pupil Teachers will be able to:
- 0 Explain the principles of language learning and teaching and their application to English language teaching.
- 0 Develop a comprehensive understanding of the English language, including grammar, syntax, and vocabulary, to teach effectively.
- 0 Learn to design and implement lesson plans and activities that are aligned with curriculum standards and support student learning
- 0 Develop an understanding of assessment and evaluation in English language teaching, including
 - 0 formative and summative assessments.
 - 5. Learn to use a variety of teaching methods, techniques, and resources to meet the diverse needs of
 - 0 learners in English language classrooms.
- 0 Understand the principles of classroom management and create a supportive and inclusive learning environment for students.

Principal *Jayab Ravi*
M.M. College of Education
Fatehabad

SCHEME OF EXAMINATION FOR B. ED. TWO YEAR COURSE (To be implemented from the Session 2016-17)
Year I

Course	Nomenclature	Max. Marks			Teaching Hours per Week (Exam Hours: Marks)
		Total	Theor y	Interna l	
I	Childhood and Growing up	100	80	20	4 (3 HRS: 80)
II	Contemporary India and Education	100	80	20	4 (3 HRS: 80)
III	Learning and Teaching	100	80	20	4 (3 HRS: 80)
IV	Assessment for Learning	100	80	20	4 (3 HRS: 80)
V & VI	Pedagogy of School Subject I*	100	80	20	4 (3 HRS: 80)
V & VI	Pedagogy of School Subject II*	100	80	20	4 (3 HRS: 80)
Enhancing Professional Capacities (EPC) Practicum					
EPC 1	Reading and Reflecting on Texts	50	40 (External Practical)	10	
EPC 3	Critical Understanding of ICT	50	40 (External Practical)	10	
Total Marks		700			

Sanjay *Mishra*

Jayashankar
Principal
M.M. College of Education
Fatehabad-125050

YEAR II

Paper	Nomenclature	Max. Marks			Teaching Hours per Week (Exam Hours: Marks)
		Total	Theor y	Internal Assessm	
VII	Knowledge and Curriculum	50	40	10	4 (3 HRS: 40)
VIII	Creating an Inclusive School	50	40	10	4 (3 HRS: 40)
IX	Language Across the Curriculum	50	40	10	4 (3HRS: 40)
X	Understanding Disciplines and Subjects	50	40	10	4 (3 HRS: 40)
XI	Gender, School & Society	50	40	10	44 (3HRS: 40)
XII	Option Course Any Two of the following: 1. Work Education 2. Health and Physical Education 3. Yoga Education 4. Peace Education 5. Guidance and Counselling 6. Environmental	50+50	40+40	10+10	4 (3 HRS: 40) + 4 (3 HRS: 40)
XIII	Skill in Teaching (Pedagogic Subject I)	100	External Practical Only		
XIV	Skill in Teaching (Pedagogic Subject II)	100	External Practical Only		
XV	School Based Activities: 1. Development of CCE 2. Development of Learning Material along with instructional aids 3. Administration of various activities and functioning of the school (in which internship is done)	50	25 (External Practical)	25 (Internal Assessment)	
Enhancing Professional Capacities (EPC) Practicum					

R. An

2
M. An

Jaydeep
Principal
M.M. College of Education

EPC 2	Drama and Art in Education	50	40 (External Practical)	10 (Internal Assessment)	
EPC 4	Understanding the Self	50	40 (External Practical)	10 (Internal Assessment)	
	Total Marks	700			

Luftun

Jusoh Rami
Principal
M.M. College of Education
Fatehabad-125050

V & VI Teaching of School Subjects:

Note: Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups. In case student is UG he/she can opt two teaching subject selecting one from any (A, B, C & D) on the basis of his/her graduation subjects and in case he/she is PG out of two teaching subjects one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri examination can opt for two subjects from Group-A.

Group A				
Opt. i	Teaching of Hindi	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of English	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Punjabi	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Sanskrit	80	20	4 (3 HRS: 80)
Opt. v	Teaching of Physical Science	60	20+20	4 (3 HRS: 80)
Group B				
Opt. i	Teaching of Home Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Commerce	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Science and Technology	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Arts	80	20	4 (3 HRS: 80)
Group C				
Opt. i	Teaching of Economics	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Computer Science	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Music	80	20	4 (3 HRS: 80)
Group D				
Opt. i	Teaching of Life Science	60	20+20	4 (3 HRS: 80)
Opt. ii	Teaching of Social Studies	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Mathematics	80	20	4 (3 HRS: 80)

**Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship.

Ram

4

Murali

Jayanti
Principal

M.M. College of Education
Fatehabad-125050

TEACHING PRACTICE

SCHOOL TEACHING SUBJECT [Pedagogic Subject I & II](Paper V & VI)

Detail of Lessons to be followed in Each Pedagogic Subject

- Micro lessons
- Mega Lessons
- Discussion Lessons
- Real Teaching

Note:

Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) -PRACS TEAM as appointed by the University for all Practicals at the end of 2nd Year. a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of Internal Assessment in Theory Papers will be as per the distribution given below (out of total marks):-

i)	One Task & Assignment in every theory paper*	10 marks
ii)	One test in every theory paper	5 marks
iii)	Attendance	5 marks
	Upto 75%	1 mark
	Upto 80%	2 marks
	Upto 85%	3 marks
	Upto 90%	4 marks
	Above 90%	5 marks

*In every theory paper, two tasks/assignments/ projects related to the community, the school, and the child in school and out-of-school of ten marks (each) as a part of field engagement must be included out of which student teachers are required to submit only one.

Note:

- If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.
- Pattern of syllabi will remain the same as the previous one.

Grand Total =1300 marks

Rusty

Muro

Jawad Rami
Principal

M.M. College of Education
Fatehabad-125050

